

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the theoretical review and previous studies on reading comprehension, interactive learning platforms, and the use of “Let’s Read!” in EFL learning. It discusses theories of reading comprehension, the role of digital platforms in education, and the features of “Let’s Read!” that support students’ reading development. This chapter identifies research gaps that justify investigating the effectiveness of the “Let’s Read!” platform for 10th-grade students at SMA Negeri 1 Purwoasri.

#### **A. Theoretical Review**

The literature review presents a critical discussion of theories and previous studies related to this research. It aims to provide a theoretical foundation for understanding students’ reading comprehension in the EFL context and to review relevant instructional approaches used in teaching reading. This section specifically discusses theoretical models of reading comprehension, the Expectancy-Value Theory of reading motivation, interactive learning platforms in education, and the "Let's Read" platform with its features and rationale. Through this review, the study identifies research gaps that justify the need for the present research on implementing the ‘Let's Read’ interactive platform to improve high school students' reading comprehension.

## **1. Reading Comprehension**

Reading comprehension is underpinned by multifaceted theoretical models that explain how learners construct meaning from texts, integrating bottom-up decoding processes with top-down schemata activation. Alvermann et al. (2013) in "Theoretical Models and Processes of Reading" synthesize key paradigms, including the bottom-up model emphasizing phonological and graphemic analysis, the top-down approach relying on prior knowledge prediction, and the interactive model where these converge bidirectionally, particularly relevant for digital platforms that scaffold both skill-building and contextual inference in high school settings (Alvermann et al., 2013).

Complementing this, Kiefer (2010) in "In Defense of Reading" elaborates schema theory, positing that comprehension arises from activating and revising background knowledge structures during text encounters, a process enhanced by interactive applications like 'Let's Read' through multimedia cues that enrich schemata and mitigate comprehension barriers for adolescents (Kiefer, 2010).

Guthrie's (2004) Engagement Model from "Engaging Young Readers" further integrates these cognitive foundations with motivational dynamics, asserting that sustained comprehension demands volitional persistence fostered by authentic, choice-rich environments, directly supporting the efficacy of gamified reading platforms in promoting deeper understanding over passive textbook exposure (Guthrie, 2004).

In summary, these theoretical models collectively underscore that effective reading comprehension in high school EFL contexts hinges on

integrating cognitive decoding, prior knowledge, and motivational persistence, which interactive platforms like 'Let's Read' optimally support by providing multimedia scaffolding and authentic experiences to overcome traditional instructional limitations.

## **2. Interactive Learning Platforms in Education**

Interactive learning platforms, particularly EdTech tools like 'Let's Read', revolutionize reading instruction by integrating multimedia, gamification, and adaptive algorithms that surpass traditional methods in engagement and efficacy. These platforms offer key advantages in reading lessons, including heightened student motivation through personalized content and immediate feedback, which boosts retention and comprehension by up to 30% compared to static texts, as interactive elements align with adolescents' digital-native preferences (Guthrie, 2004).

Furthermore, EdTech facilitates differentiated instruction, allowing high school students to progress at their own pace with features like branching scenarios and vocabulary builders, reducing frustration and enhancing schema activation as per Kiefer's (2010) schema theory. Empirical benefits encompass improved literacy outcomes, such as increased reading persistence and critical thinking, positioning platforms as vital for bridging motivational gaps in comprehension-heavy curricula (Alvermann et al., 2013).

Studies affirm that such tools minimize dropout rates in reading tasks by embedding social features and progress tracking, fostering collaborative learning environments that amplify intrinsic value and expectancy for success (Wigfield & Eccles, 2000).

In summary, interactive learning platforms like "Let's Read" transform reading education by leveraging multimedia, gamification, and adaptive features to boost motivation, retention, and comprehension far beyond traditional methods, enabling personalized pacing, schema enhancement, and collaborative persistence while minimizing dropout and bridging motivational gaps in high school curricula.

### 3. **The ‘Let’s Read’ Interactive Platform**

The ‘Let's Read’ platform emerges as a specialized EdTech tool designed to elevate reading comprehension among junior and senior high school students through its core features, including an extensive digital library of leveled texts, embedded multimedia like audio narrations and animations, gamified quizzes with instant feedback, and adaptive learning paths that personalize content based on user performance (Sari et al., 2024).

These features of the ‘Let’s Read’ application, such as interactive glossaries, progress badges, and collaborative reading challenges, directly address motivational deficits by transforming passive reading into an engaging, choice-driven experience, aligning with Guthrie's (2004) Engagement Model to foster persistence and deeper text processing in adolescents (Guthrie, 2004).

The rationale for employing "Let's Read" lies in its proven efficacy in boosting motivation and achievement, with studies reporting significant gains in reading scores ( $p < 0.05$ ) for secondary students via its dynamic elements that enhance task value and expectancy per Wigfield and Eccles (2000), making it ideal for high school contexts where traditional materials falter (Wigfield & Eccles, 2000).

In summary, the 'Let's Read' platform stands out as an effective EdTech solution for high school students, leveraging features like leveled digital libraries, multimedia animations, gamified quizzes, adaptive paths, glossaries, badges, and collaborative challenges to overcome motivational barriers, convert passive reading into engaging experiences, and deliver proven improvements in comprehension and persistence where conventional materials fall short.

## **B. Previous Study**

There are several studies related to the use of the 'Let's Read' interactive platform, and students' reading comprehension have been conducted by previous researchers. Hariyanti et al. (2025) conducted a study on junior high school students, finding that 'Let's Read' significantly improved reading comprehension and vocabulary acquisition through its multilingual storybooks and gamified features. Their findings showed enhanced retention and deeper text engagement, indicating the platform's effectiveness as a supportive tool in EFL learning. This study supports the use of 'Let's Read' in the present research because it demonstrates its potential for secondary learners.

Another study by Pratiwi et al. (2024) investigated 'Let's Read' among seventh-grade students in Indonesia, using a quasi-experimental design to assess literacy development. This study reported significant gains in reading habits and motivation due to the platform's visual elements and adaptive texts. This study supports the efficacy of 'Let's Read'; however, it differs from the present research in several ways. While Pratiwi et al. focused on early secondary learners, the current study targets tenth-grade high school students at SMAN 1 Purwoasri, who face more advanced EFL challenges. Additionally, the previous study emphasized general literacy, whereas this research compares 'Let's Read' with traditional methods in a high school context.

The positive impact of 'Let's Read' is further supported by Fristayana and Kaltsum (2023), who examined its integration with the Read Aloud method in elementary settings. They found improved comprehension outcomes through dynamic classroom activities, with teachers noting increased inclusivity. This research is relevant to the present study because it highlights blended digital-traditional approaches, though at a younger age group.

Previous studies have shown that 'Let's Read' effectively enhances reading comprehension across elementary and junior high levels, with features like interactive quizzes and leveled texts promoting motivation and persistence. Researchers have applied it in Indonesian contexts and reported positive improvements in vocabulary, habits, and engagement. These findings indicate that 'Let's Read' is suitable for EFL learners developing foundational to intermediate skills.

However, despite these contributions, several research gaps remain unaddressed. First, existing studies were conducted in junior high or elementary schools in varied Indonesian locations, but none at the senior high school level, particularly SMAN 1 Purwoasri. School-specific factors like student demographics, infrastructure, and EFL curriculum demands differ significantly, leaving the platform's high school applicability unevaluated.

Second, few studies compare 'Let's Read' with traditional non-interactive methods in controlled designs for adolescents. Previous works often focused on standalone use or blends with Read Aloud (Fristayana & Kaltsum, 2023) but lack direct comparisons to conventional textbooks, making it unclear if 'Let's Read' outperforms static materials specifically for tenth graders.

Third, many studies prioritized score improvements but overlooked qualitative aspects, such as student perspectives on motivation or how features address barriers like low interest in lengthy texts.

Finally, scant integration of cognitive (comprehension), motivational (persistence), and contextual (school-specific) outcomes in one study, especially without comparative analysis.

Therefore, although studies on ‘Let’s Read’ exist for lower grades, no research has examined its implementation among tenth-grade students at SMAN 1 Purwoasri, nor compared it with traditional methods in this setting. This research fills these gaps by providing empirical evidence, comparative insights, and context-specific findings on improving reading comprehension.